

**Indiana Department of Education**  
**2011 Fine Arts Textbook Adoption Scoring Rubric**

**VISUAL ART GRADE 1**

*Visual Art for Kindergarten through Grade 3* is based on the Indiana Academic Standards for Visual Art. Students first encounter visual art at the kindergarten level as an integral part of a variety of creative and developmentally appropriate experiences in music, dramatics, movement, arts, and crafts. As they progress through grades one through three, students receive sequential learning experiences in the early childhood art education program that encompass art history, art criticism, aesthetics, and production. Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich art vocabulary and a variety of technological resources. As part of this process, students make connections between art and other disciplines, and they explore the various roles the arts play in their communities.

**Visual Art Grade 1 Checklist**

**Standard 1 – Understand art in relation to history and past and contemporary culture**

*Students identify art and its subject matter as a reflection of cultures and recognize its association with special events. They discuss their own art experiences and the role of local artists and institutions.*

- ☐ 1.1.1 Explore ways that art reflects a culture.
- ☐ 1.1.2 Identify works of art and artifacts associated with customs, festivals, and celebrations.
- ☐ 1.1.3 Identify similar themes and subject matter in works of art and artifacts from various cultures and ethnicities.
- ☐ 1.1.4 Verbalize what an artist does from personal contact with visiting artists or artists from the community.
- ☐ 1.1.5 Discuss individual art experiences in daily life.
- ☐ 1.1.6 Visit local museums and exhibits, and experience visiting artists in the school.

**Standard 2 – Recognize significant works of art and the chronological development of art movements and historical periods**

*Students identify representational and nonobjective works of art, discover that specific artists' works have particular style characteristics, and identify common subjects in art from various cultures.*

- ☐ 1.2.1 Recognize that art from one artist has a similar look or style.
- ☐ 1.2.2 Identify representational and nonobjective works of art.
- ☐ 1.2.3 Identify similar themes and subject matter in works of art and artifacts from various cultures.

**Standard 3 – Describe, analyze, and interpret works of art and artifacts**

*Students use appropriate vocabulary to describe properties in artwork. They construct possible meanings and support their opinions.*

- \_\_\_ 1.3.1 Describe sensory, formal, technical, and expressive properties in works of art using appropriate vocabulary.
- \_\_\_ 1.3.2 Construct possible meanings in works of art and support opinions with personal response, properties found in the work, and background information.

**Standard 4 – Theorize about art and make informed judgments**

*Students identify imitationalism in artwork and respond to works based on personal preference, recognizing differing preferences of others.*

- \_\_\_ 1.4.1 Identify artwork made from the philosophy that art is at its best when it shows us the real world (imitationalism).
- \_\_\_ 1.4.2 Respond to art based on personal preference and actively listen to others, recognizing that people have different preferences.

**Standard 5 – Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art**

*Students demonstrate curiosity and insight concerning works of art and identify works as human creations for visual pleasure or communication.*

- \_\_\_ 1.5.1 Demonstrate curiosity and personal insight through observing and discussing works of art.
- \_\_\_ 1.5.2 Discuss art as creations of humans for the purpose of visual pleasure or communication.

**Standard 6 – Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision**

*Students create artwork based on family and personal experiences, demonstrating perceptual skills and using symbols to express ideas. They demonstrate thoughtfulness, care, and respect in their art, sharing work with others.*

- \_\_\_ 1.6.1 Demonstrate skills of perception in production of artwork.
- \_\_\_ 1.6.2 Create artwork about self, family, and personal experiences.
- \_\_\_ 1.6.3 Identify and use symbols to express ideas.
- \_\_\_ 1.6.4 Demonstrate thoughtfulness and care in creating artwork.
- \_\_\_ 1.6.5 Reflect on and share work with others.
- \_\_\_ 1.6.6 Respect personal work and the work of others.

**Standard 7 – Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes**

*Students apply the elements and principles and discriminate various lines, shapes, textures, colors, and space. They identify two and three-dimensional works of art, visual characteristics of media, and utilize appropriate media and processes in artwork, demonstrating safe and proper use of materials.*

- \_\_\_ 1.7.1 Identify and apply elements (line, shape, texture, color, and space) and principles (repetition and variety) in artwork.

- \_\_\_ 1.7.2 Discriminate between types of lines (characteristics and qualities), shapes (geometric and organic), colors (primary and secondary), textures (tactile and visual), and space (placement/overlapping/composition), in own work and the works of others.
- \_\_\_ 1.7.3 Distinguish between two-dimensional and three-dimensional works of art.
- \_\_\_ 1.7.4 Identify visual and tactile characteristics of a medium.
- \_\_\_ 1.7.5 Identify and use a balance of two-dimensional and three-dimensional media and processes to express ideas, experiences, and stories.
- \_\_\_ 1.7.6 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

**Standard 8 – Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas**

*Students distinguish products and processes of visual art and other disciplines, and they create artwork using content and sign systems from other subject areas.*

- \_\_\_ 1.8.1 Identify the uniqueness of products and processes of visual art and other disciplines.
- \_\_\_ 1.8.2 Create a work of art utilizing concepts, subject matter, or the sign systems, such as words or numbers, of another discipline.
- \_\_\_ 1.8.3 Identify similarities and connections between concepts and subject matter of visual art and other art forms (dance, theatre, or music).
- \_\_\_ 1.8.4 Create an integrated work utilizing concepts, subject matter, and sign systems of art and another art form, such as a performance using masks and movement.